**Activity: Compost cycle**

**Activity Introduction**

**[](http://coolaustralia.org/activity/compost-cycle/apples/)Quick summary:** Students become familiar with the concept of composting, and complete a diagram of a “compost cycle”.

**Learning goals:**

* Students learn that composting is the natural process of breaking down food scraps and garden waste, in a bin or heap, into humus (rich soil) that can be used on the garden.
* Students learn that compost is the material produced from a compost bin or heap. This makes wonderful fertiliser for the garden.

**Australian Curriculum content description:**

**Year 1 Science**

* People use science in their daily lives, including when caring for their environment and living things [(ACSHE022)](http://www.australiancurriculum.edu.au/Year1#learningarea=S)
* Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play [(ACSIS029)](http://www.australiancurriculum.edu.au/Year1#learningarea=S)

**Year 1 English**

* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions [(ACELY1656)](http://www.australiancurriculum.edu.au/Year1#learningarea=E)
* Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams [(ACELY1661)](http://www.australiancurriculum.edu.au/Year1#learningarea=E)

**Year 2 Science**

* People use science in their daily lives, including when caring for their environment and living things [(ACSHE035)](http://www.australiancurriculum.edu.au/Year2#learningarea=S)
* Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play [(ACSIS042)](http://www.australiancurriculum.edu.au/Year2#learningarea=S)

**Year 2 English**

* Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions [(ACELY1666)](http://www.australiancurriculum.edu.au/Year2#learningarea=E)
* Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures [(ACELY1670)](http://www.australiancurriculum.edu.au/Year2#learningarea=E)
* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose [(ACELY1671)](http://www.australiancurriculum.edu.au/Year2#learningarea=E)

**Topic:** Solid waste

**Time required:** 48 mins

**Level of teacher scaffolding:** High – facilitate activity, collect examples of food stuffs, compost and garden waste, photocopy worksheet.

**Resources required:** Art materials, student worksheet. You will also need examples of the following:

* fresh fruit and vegetables
* fruit skins and vegetable scraps
* garden waste (leaves, small stalks, grass clippings, weeds)
* fresh compost

**Digital technology opportunities:** Digital sharing capabilities.

**Homework and extension opportunities:** This activity includes some opportunities for extension.

**Safety:** Students follow class safety code, especially if handling food waste and using art equipment.

**Keywords:** Waste, compost, breaking down, food, vegetables, compost cycle.